Instructional Technology Newsline

Instructional Technology Staff

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In This Issue . . .

◆ New Section, New Publication

Welcome to our new monthly publication "Instructional Technology Newsline". This summer, the Department of Elementary and Secondary Education created a new work group with a dedicated focus on instructional technology. We are very excited about the new organization and our charge is to manage existing state and federal technology grant programs and assist educators in planning, implementing, and evaluating technology-based administration, curriculum, instruction, and assessment.

The Instructional Technology section has published the "Newsline" to help us keep in touch. We hope the newsletter will help keep you informed of current technology initiatives, grant opportunities, grant-writing hints, important events and deadlines as well as successful projects that enhance local instructional practices through the use of technology. We ask that you help keep us informed of instructional technology programs and events in your region, district, school, or classroom. Feel free to submit articles or news bits. This is a "work in progress". Let us know your feedback. We will try to address your questions, concerns or interests in future newsletters.

Sincerely,

Instructional Technology Staff

◆ 1999 Educational Technology Conference

If you attended the 10th annual fall technology conference, October 3-5, at Marriott's Tan-Tar-A, you already know of its success. Co-sponsored by DESE and MOREnet, the conference attracted nearly 1,500 educators, preK-16+. Those attending the two and one-half day event had the opportunity to visit and participate in 23 hands-on, three-hour, pre-conference sessions; 134 one-hour concurrent sessions; the MOREnet lab and 5 ten-station "try-it" labs; 88 vendor exhibits; and 7 student exhibits. Attendees could register for graduate workshop credit from Lindenwood University and hear Bob Hughes speak on "The Role of Technology in Education" and Gil Dyrli address "The Emerging Future of Telecommunications". Based on verbal feedback and the evaluation forms, registrants were particularly interested in and positive about the sessions that showcased examples of effective technology integration.

Mark your calendars now for next year's conference: October 1-3, 2000. Contact MOREnet or Instructional Technology staff if you are interested in presenting or staffing an exhibit. Keep a watch for upcoming events or deadlines on the Educational Technology Conference web site at www.more.net/events.

◆ Technology Literacy Challenge Fund Grant Application Goes On-Line

1999-2000 Technology Literacy Challenge Fund grant applications were submitted via the Internet – DESE's first <u>competitive</u> grant application to go online. To prepare prospective applicants for the change from paper to electronic submission, Instructional Technology staff informed schools of the change in April, conducted program information workshops in April and May, and conducted another round of workshops in August specifically about the online application process and forms. Districts were informed how to gain access to the web-based applications and instructed to submit applications only during the September 1-15 window. While we experienced some "debut glitches", the experience was very successful. Over all, 29 second-year and 156 first-year grants were submitted, requesting a total of over $13 million.

After the application window closed, staff assigned each grant to two outside evaluators. Over 20 educators from across the state attended reader training on September 18. Evaluators were trained on how to score applications against the scoring criteria, access the applications and submit scores online. When two scores were 13 or more points apart, the grant was read by a third reader. Most frequently the third score matched (validated) one of the earlier scores. In these cases, the two close scores were totaled and the third (divergent) score was eliminated. In rare circumstances, the third score "splits the difference". Some grants, because of the uniqueness of their project, content, instructional focus or presentation style, are harder to score than others, and readers can't reach agreement. Sometimes the third score falls between the two previous scores and doesn't validate one score or the other. In these cases, the scores are averaged then doubled. [Scores of 54, 65, and 74 would average 65. The grant total would be 130 (65 X 2).]

When all grants were evaluated, the applications were ranked according to score and grant type. First priority is funding the second-year grants, with the funding balance distributed equally between Infrastructure and Teaching and Learning grants. "Tentative Approval" is given to applications that rank high enough in the competition to merit funding. Note that Missouri has not yet received award notification of the FY 2000 TLCF program; however, we anticipate receiving no less than $6.9 million which was awarded FY 1999. As such, all 29 second-year grants, 47 first-year Infrastructure grants (serving 52 districts), and 29 first-year Teaching and Learning grants (serving 32 districts), have received "tentative approval". Final approval will be granted when Missouri receives its award and upon successful negotiation of the grant.

First Year Technology Literacy Challenge Fund Infrastructure Grants

003-033 Fairfax R-III
005-124 Purdy R-II
007-125 Hume R-VIII
007-129 Butler R-V
009-077 Meadow Heights R-II
012-110 Twin Rivers R-X
013-061 Braymer C-4
014-127 Callaway Co. R-III
015-001 Camden Co. R-II
016-090 Jackson R-II
016-096 Cape Girardeau 63
018-047 East Carter Co. R-II
019-152 Belton 124
026-005 Cole Co. R-V
026-006 Jefferson City
029-002 Dadeville R-II
029-004 Greenfield R-IV
031-116 Pattonsburg R-II
031-121 Gallatin R-V
031-122 Tri-County R-VII
032-058 Stewartsville C-2
035-099 Southland C-9
041-002 South Harrison Co. R-II

046-128 Howell Valley R-I
047-065 Iron Co. C-4
049-137 Jasper Co. R-V
049-140 Sarcoxie R-II
052-096 Knox Co. R-I
055-105 Pierce City R-VI
056-017 Lewis Co. C-1
063-067 Maries Co. R-II
067-061 Charleston R-I
068-075 Clarksburg C-2
071-091 Morgan Co. R-I
076-082 Osage Co. R-II
077-101 Bakersfield R-IV
078-001 North Pemiscot Co. R-I
078-002 Hayti R-II
078-005 South Pemiscot Co. R-V
084-006 Pleasant Hope R-VI
090-077 Bunker R-III
091-092 Doniphan R-I
094-086 Central R-III
104-044 Reeds Spring R-IV
106-006 Kirbyville R-VI
108-143 Bronaugh R-VII
110-014 Kingston K-14

First Year Technology Literacy Challenge Fund Teaching And Learning Grants

005-128 Monett R-I
010-093 Columbia 93
012-109 Poplar Bluff R-I
016-094 Oak Ridge R-VI
019-142 Raymore-Peculiar R-II
020-001 Stockton R-I
022-092 Clever R-V
024-090 Liberty 53
032-055 Maysville R-I
033-094 North Wood R-IV
036-139 Washington
047-062 Arcadia Valley R-II
048-072 Hickman Mills C-1
048-077 Independence 30

055-106 Marionville R-IX
064-074 Palmyra R-I
066-103 Miller Co. R-III
070-092 Wellsville Middletown R-I
076-081 Osage Co. R-I
081-094 St. James R-I
085-046 Waynesville R-VI
096-092 Kirkwood R-VII
096-093 Lindbergh R-VIII
097-116 Miami R-I
103-131 Bloomfield R-XIV
103-135 Bernie R-XIII
107-154 Licking R-VIII
108-142 Nevada R-V
108-144 Sheldon R-VIII

Second Year Technology Literacy Challenge Fund Grants

001-091 Kirksville R-III
018-050 Van Buren R-I
021-148 Northwestern R-I
022-088 Chadwick R-I
028-102 Crawford Co. R-II

068-074 Moniteau Co. C-1
070-093 Montgomery Co. R-II
072-074 New Madrid Co. R-I
078-004 Cooter R-IV
081-096 Rolla 31

035-092 Malden R-I
035-093 Campbell R-II
036-137 Sullivan C-2
038-044 King City R-I
042-124 Clinton
046-140 Fairview R-XI
053-111 Laclede Co. R-I
054-041 Odessa R-VII
064-072 Marion Co. R-II

082-100 Bowling Green R-I
085-048 Dixon R-I
090-075 Centerville R-I
096-099 Bayless
096-115 Wellston
100-060 Scott Co. R-II
107-152 Houston R-I
110-031 Valley R-VI
112-099 Niangua R-V
112-102 Marshfield R-I

◆ Competitive Technology Grants Awarded

119 Competitive Technology Grants were submitted in June and scored by readers. Of those, 37 grants were negotiated and funded for the 1999-2000 school year. The top scoring grants in each quadrant are: 056-015 Canton R-V (NE), 066-103 Miller Co. R-III (SW), 081-096 Rolla 31 (SE), 113-001 Worth Co. R-III (NW) Lists of all grants funded can be found at:
http://www.dese.state.mo.us/divinstr/instrtech/statefunded/comptech/index.htm

◆ Learning With Technology

Featuring Pattonville R-III and Lee's Summit R-VII School Districts

Pattonville R-III

What do you do when the traditional methods of staff development don't work? Look to the CLOUDS - *Computers + Learning + Outreach - Unite to Develop Students* - says Marilyn Terry, TLCF Project director and technology coordinator for the Pattonville R-III school district. "This was the best response we've ever had to staff development."

What made the difference? Terry reports that each teacher signed a contract that spelled out what they would receive in return for their attendance at professional development sessions. In return for attending 60 hours of training, developing 20 lesson plans utilizing technology, and spending 20 hours providing tech support for other teachers, all without financial compensation, teachers were assured of a laptop computer with a full complement of software for their classrooms with Internet access at school and at home To provide one-on-one training and/or small classes at a variety of times and support, the district hired a staff development specialist.

Terry reports that with busy schedules and low monetary incentives for attending training, her teachers responded to the draw of having technology in their rooms so the teachers could utilize and implement the skills and ideas they were learning in training sessions. The district has trained over 70 teachers during the two years of this TLCF project, and has committed district funds to the project for succeeding years. Over 800 lesson plans from the project reside on their web site, as well as the details involved in implementing the CLOUDS project.
http://www.pattonville.k12.mo.us/services/its/itscurr/stuproj/CLOUDS/home.html

Lee's Summit R-VII

16 sixth grade teachers + laptops + training + a new math curriculum = *MathTactics* in the Lee's Summit school district. The teachers involved with this project were given extensive training on the integration of manipulatives, software and internet resources into their math curriculums

during the first year, and act as mentors for additional teachers during the second year. Parents enter the equation by linking up with teachers via e-mail for homework assignments and progress reports. A math homepage highlighting projects and math strategies family math nights and Practical Parenting Partnership training strengthens the parent/school relationship.

How have the students fared in this project? Cheryl Parris, technology director for the district indicates that early test results have been good. "We are anxious to see the scores from the second year of full implementation." District officials are pleased that student and parent response to the new curriculum and teacher enthusiasm continue to "add up" to math success.

◆ Mark You Calendar

November

	Technology Literacy Challenge Fund Grant negotiations with Instructional Technology Staff
10-13	Technology + Learning Conference, Dallas, TX National School Boards Association (www.nsba.org)
15	Newsline "items of interest" due to Instructional Technology Staff Submit to kkempker@mail.dese.state.mo.us
25	Happy Thanksgiving!

December

13	Video Advisory Committee Meeting, Jefferson City, MO Jefferson Building, 14th Floor, 10:00 - 2:00 p.m.

January

27-28	Grants & Funding for School Technology Conference, New Orleans, LA (www.eschoolnews.org/gf)

◆ Grant Writing Basics

Grant Writing can be a rewarding, yet at times, a frustrating process. If you have written a grant before, you cannot deny that writing grants takes a lot of work, planning, fine-tuning, and time.

Steps for writing a grant proposal:

Identify a need or opportunity – document the need (conduct a needs assessment, gather statistics, examine test scores, talk with others); investigate ideas and opportunities (conferences, workshops, professors, literature, etc.)

Outline a proposed solution – identify the target population, implementers, goals and objectives, methods and activities

Develop a grant-writing team – gather a team of persons who are or could be interested in the program; involve those who will implement, supervise, and evaluate the project; divvy up the grant-writing process; assign specific tasks

<u>Research potential funders</u> – identify 5-6 sources that fit best, then call to ask questions about informal rules, evaluation criteria, preferred writing styles and packaging; get copies of approved grants; talk to grant recipients and implementers

<u>Study the application guidelines</u> – obtain the guidelines, application forms, any other information about the application procedures; read and follow the guidelines

<u>Construct a timeline</u> – begin writing the sections of the proposal; write in "plain" English; be specific and optimistic; avoid jargon or overly technical terms; keep things clear

<u>Write a rough draft of the proposal</u> – identify the need, state the goal, describe the objectives, list the activities, construct a budget; tie the need to the objectives, activities, budget

<u>Review the final draft</u> – have the proposal edited for content and clarity, then have it edited for grammar, spelling, punctuation, etc.

<u>Write and review the budget</u> – detailed budget is preferred over a general one; prepare a budget that anyone can understand; include matching funds and in-kind donations; address future funding (know whether funder wants a "bare bones" or all "ideal" costs detailed – does the funder typically trim the budget before approval?)

<u>Follow the rules</u> – complete all sections of the form and the assurances/signature page; meet the deadline (make sure you fully understand the deadline); mail necessary number of copies

<u>Follow up</u> – understand that many do not receive funding the first time; ask for reader comments; revise the proposal; try and try again

◆ Monthly Grant Writing Tips

Two successful grant writers: Sheila Perry (Elementary Principal, Bloomfield R-XIV) and Robert McGuire (Second grade teacher, Monett R-I) agree that grant writers need to get organized and start early in the year to do a good job. "Start early, five or six months ahead. That deadline will sneak up on you, guaranteed. And don't do it all at one time. Do one section a month, so just before the deadline all you have to do is fine-tuning." (Robert McGuire, <u>Advantage,</u> Oct. 99)

Perry guides her interested teachers with a monthly outline to keep them on a grant writing schedule. In September, an announcement is sent to all teachers interested in writing a grant. She meets monthly and informs teachers what to do to prepare for the next meeting. Perry has shared her monthly outline with the Instructional Technology Staff. Each month, our newsletter will include some grant writing tips to help you have a completed grant proposal for Technology and Incentive grants by spring.

OCTOBER—In October she gives each teacher a notebook, a successful grant, grant forms and a blank calendar. She tells the teachers to have a rough copy of the needs and objectives written by next month. Needs and objectives go hand in hand. Identify the need and how you plan to meet that need. Match the objectives to the needs. Turn your need statement into a specific goal and measurable outcomes. A good objective must include five parts: WHO? (Learners who perform the activity) DOES WHAT? (That which is to be known or performed) HOW WELL? (Level of

achievement desired) WHEN? (Time-frame, end date) HOW MEASURED? (Evaluation or assessment method). The calendar is to jot down every time you talk to someone on the phone concerning your grant, attend a workshop, visit another school, meet with the principal, grant committee etc.. This information will help with the Methods and Activities section.

NOVEMBER—In November, Perry collects needs and objectives and meets with the teachers who are having problems writing objectives correctly. Objectives must be MEASURABLE, not educational activities. Poorly written objectives can hurt a grant. Also, the objectives must match the needs. For next month, begin working on research to support why the proposed idea is valid and should work, and list materials, supplies and equipment needed for the grant.

◆ Internet Sites of Interest

The featured speaker at this year's "Technology Conference, Running With It" was Gil Dyrli. He gave a highly motivational talk and encouraged teachers to use the web to expand their curriculum. Following is a list of some of the resources he recommends. They include age-appropriate sites to help students answer their own questions, complete homework assignments and do focused online research screening out extraneous and inappropriate content. You might want to read his entire article available in <u>Curriculum Administrator</u>, September 1999.

Ask Jeeves (www.aj.com)
Ask Jeeves for Kids (www.ajkids.com)
Homework Central (www.homeworkcentral.com)
InfoPlease (www.infoplease.com)
iTools and Research-It (www.itools.com)
My Virtual Reference Desk (www.refdesk.com)
The National Student Research Center NSRC (www.youth.net/nsrc)
Searchopolis (www.searchopolis.com)
Study Web (www.studyweb.com)
Surf Monkey (www.surfmonkey.com)

◆ Missouri -- The Show-Me State

A computer program entitled Missouri—The Show-Me State, has been developed by staff members in the Springfield Public Schools. This software package provides teachers with a resource to teach Missouri geography and history. While the target audience for the program is 4th grade students, it may be appropriate for older students as well.

Missouri--The Show-Me State was developed with HyperStudio and is designed to run under Windows 95 or Windows 98. The program can either be run from the CD or the files can be copied from the CD to the hard drive (this option requires approximately 25 megabytes of hard drive space).

This instructional program contains over 600 digitized photographs of tourist attractions, historical events, famous people, and state symbols. Most screens contain a text passage (usually a few paragraphs) to help students understand the significance of the picture or event.

Missouri—The Show-Me State is available for purchase for $10. In order to receive a copy of this CD-ROM and the accompanying teacher's manual, contact Mike Flynn with Success Link, 398 Dix Road, Suite 102, Jefferson City, MO 65109-1407 (phone: 888-636-4395 or email: mflynn@socket.net).

◆ Oh Freedom After While: The Missouri Sharecropper Protest of 1939

In January 1939, 1500 Missouri Bootheel sharecroppers walked off local cotton plantations to protest payment inequities created by a loophole in New Deal farm legislation. They camped out along Missouri highways, surrounded by their meager possessions. Their story attracted national attention and eventually the Roosevelt administration became involved and agreed to expand its efforts to improve the skills and relieve the desperate conditions of the sharecroppers.

Oh Freedom After While is a 60-minute video documentary about the dramatic 1939 roadside protest by Missouri Bootheel sharecroppers - black and white- and the repercussions it had in politics and in their lives.

This video was partially funded through VIDEO funds. Because of this funding, Missouri educators have an opportunity to add this valuable resource to their Missouri History video libraries at a discounted price. SuccessLink will distribute the video to Missouri schools for $25.00 plus shipping and handling. It normally sells for $49.00. You can order *Oh Freedom After While* by contacting: SuccessLink, 398 Dix Road, Suite 102, Jefferson City, MO 65109-1407.

◆ From The Mailbag

Do you have time to go through that big stack of "junk mail" on your desk? You know there's some "neat stuff" in there…but who has time to sift through all of it? We get announcements and notices about national and international contests or opportunities in our office, too. As these come across our desks, we will pass them on to you. This is not an inclusive list nor an endorsement of any project. We will reference the source of the information. If you have information about other contests you wish to share, or if you've had success with one of these opportunities, let us know! Send us a short blurb with the contact information, and we will pass it on through this column. Please keep the contest timeframe in mind…nothing's worse than learning of a contest two days after its closing date!

Think Quest 2000 (from their CD mailer)
"Three ThinkQuest contests offer you the chance to compete for awards as you work in teams, designing educational web sites that are freely available to others worldwide. Try it, you could win! The three ThinkQuest challenges are listed below. Pick the competition that's right for you."

www.thinkquest.org
ThinkQuest Junior
(Grades 4-6-USA)

ThinkQuest Internet Challenge
(Ages 12-19 International)

ThinkQuest for Tomorrow's Teachers
(Educators including future teachers - USA)